


# European SWOT Analysis on Education for Environmental Citizenship



*Edited by*  
Andreas Ch. Hadjichambis, Pedro Reis & Demetra Paraskeva-Hadjichambi

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European Network for  
Environmental Citizenship  
Cost Action CA16229





ENEC Cost Action Report

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## **List of Main Abbreviations**

CE: Citizenship Education  
CoP: Community of Practise  
DSP: Dominant Social Paradigm  
EA: Environmental Attitudes  
EB: Environmental Behaviour  
EC: Environmental Citizenship  
ECn: Environmental Citizen  
EE: Environmental Education  
EEC: Education for Environmental Citizenship  
EfS: Education for Sustainability  
ESD: Education for Sustainable Development  
FCN: Frequency of Contact with Nature  
NC: National Curriculum  
NEP: New Environmental Paradigm Scale  
PSAs: Public Service Announcements  
SE: Science Education  
SSIBL: Socio-Scientific Inquiry-Based Learning  
STEM: Science Technology Engineering & Mathematics  
TPB: Theory of Planned Behaviour  
TPD: Teacher Professional Development  
VBN: Values Beliefs Norms



## Foreword

Environmental citizenship is crucial for the success of any environmental policy. Sustainable development, a circular economy, a low-carbon economy, and a bio-economy require an effective citizen engagement. Citizens are called upon to adopt environmental attitudes and behaviours, make green choices, increase civic participation, and to be aware of and apply their environmental rights and duties. The contemporary environmental crisis with climate change, biodiversity loss, air pollution and all other local and global environmental problems demand an education that is capable of empowering environmental citizens. Education plays a key role in shaping future environmental citizens; nobody is born environmental citizen but anybody can become so by education.

This report presents a SWOT Analysis of an integrated and holistic type of education in Europe “Education for Environmental Citizenship”. The SWOT analysis is presented in two levels. In Part A a synthesis of the results of 157 experts from 28 European countries are presented. In Part B the reader can explore the 23 European country reports.

It is important to clarify that this research regarding SWOT analysis was undertaken before any development on the concept of Education for Environmental Citizenship such as common definition and the pedagogical approach. In this fact it illustrates the experts’ opinion in the different contexts through out Europe.

We hope that European stakeholders will find it useful.

Dr Andreas Ch. Hadjichambis  
Prof Pedro Reis  
Dr Demetra Paraskeva-Hadjichambi

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ENEC Cost Action CA16229*



## 23. Short Country Report Switzerland

### European Network for Environmental Citizenship (ENEC COST Action CA16229) Country Report Switzerland

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**Abstract:** An expert survey was conducted on the strengths, weaknesses, opportunities and threats of Education for Environmental Citizenship in Switzerland. The participants' responses show that the term and concept of Education for Environmental Citizenship is not yet well-known in Switzerland. However, referring to the definitions provided in the ENEC Cost Action questionnaire expert responses show a positive picture and great potential of the concept for the future. Experts consider the concept closely related and quite similar to Education for Sustainable Development (ESD). However, they see the focus of Education for Environmental Citizenship on the environment and on sustainability, as well as on private and public and socio-political aspects as advantages of Education for Environmental Citizenship, compared to related concepts such as Environmental Education (EE) and Citizenship Education (CE) or ESD. However, coherent programmes and learning materials directed specifically at Education for Environmental Citizenship still need to be developed in Switzerland.

**Acknowledgments:** This chapter is based on work from Cost Action ENEC – European Network for Environmental Citizenship (CA16229) supported by COST (European Cooperation in Science and Technology). We would like to thank all experts who provided valuable input for this work.

## 23.1 Introduction

The COST Action CA16229 ‘European Network for Environmental Citizenship (ENEC)’ aims to improve the understanding and assessment of Environmental Citizenship and Education for Environmental Citizenship in European societies and participating countries.

As part of this COST Action, this report entails the results of a SWOT analysis of Education for Environmental Citizenship in Switzerland based on subjective opinions and judgments of six experts. The methodology for the study was developed within the Cost Action ENEC. An online survey was developed for completion by experts from all participating countries, excluding those experts who are COST action participants themselves. The purpose of the study was to identify the strengths, weaknesses, opportunities and threats regarding Education for Environmental Citizenship in Europe.

The method of the study will be described in the following section. The same method should be applied in all countries participating in the COST Action. A large database relying on opinions and judgments of many experts from diverse European Countries was generated. However, the database for each single country contained only six surveyed experts, which was too small for a scientifically sound description of the processes and practices in each country (leading to the cautious expression ‘non-scientific’ in the title of this Country report).

The Result section of this report is subdivided in 4 sub-units according to the goals of ENEC:

- a) Strengths of Education for Environmental Citizenship in Switzerland
- b) Weaknesses of Education for Environmental Citizenship in Switzerland
- c) Opportunities of Education for Environmental Citizenship in Switzerland
- d) Threats of Education for Environmental Citizenship in Switzerland.

Finally, a discussion and interpretation of the findings for Switzerland will close the report.

The method to be applied in the SWOT analysis has been defined by the COST Action. The proceeding in Switzerland followed the basic instructions that are valid for all countries. However, there was a slight deviation from the recommended proceeding regarding the recruitment of participants. The recruitment of contacted policy makers was not successful, due to their time constraints and lack of application and knowledge of the term and concept ‘Education for Environmental Citizenship’. Therefore, those participants who took part in the survey were of the expert categories a, c, d, e as described in the SWOT Methodology:

- a. One Researcher – Academic primarily from the research field of Environmental Education or Education for Sustainable Development (or secondarily from the research field of Science Education or Citizenship Education).
- b. One Policy Maker primarily from the Ministry of Education (e.g. inspector, advisor, decision maker).



c. Two educators – teachers. One from Primary Education and one from Secondary Education. Teachers who primarily work in the field of Environmental Education or Educational for Sustainable Development (or secondarily from the research field of Science Education or Citizenship Education).

d. One Decision Maker with an National NGO who works in the field of Environmental Education or Educational for Sustainable Development (or secondarily in field of Science Education or Citizenship Education).

e. One Decision Maker in Educational Professional Society who works in an Educational Professional Society in the field of Environmental Education or Educational for Sustainable Development (or secondarily in field of Science Education or Citizenship Education).

It was somehow problematic to identify these experts since the concept of Education for Environmental Citizenship is either not well known or often unknown to experts of the eligible categories. No policy maker could take part and in total four experts participated in the survey. One expert worked at an NGO, but classified herself at the same time as a ‘Decision Maker in Educational Professional Society who works in the field of Environmental Education’, so she belonged to two expert categories. The expert category of the surveyed experts will be denoted in the Tables with expert responses. As experts were granted anonymity, no further details on their organisation background will be published. We are very thankful for their participation and greatly appreciate their efforts. Experts were surveyed in February and March 2018.

### **23.2 Strengths of Education for Environmental Citizenship in Switzerland**

The experts regarded foci on the environment and sustainability, as well as on private and public responsibility and socio-political aspects as advantages of Education for Environmental Citizenship. One expert regarded the concept as being rather new and not yet ‘overused’ to be an advantage. Expert responses describing advantages of Education for Environmental Citizenship in Switzerland are listed in Table 23.1.

**Table 23.1 Responses to the question: “In your opinion (personal or organisational) what advantages does Education for Environmental Citizenship have?”**

Category of Expert	Response
a Researcher	<ul style="list-style-type: none"> <li>- Fresh and new concept at least in Switzerland.</li> <li>- Focus on responsibility.</li> <li>- Community building for sustainable development.</li> </ul>
d, e NGO & Educational Society	<ul style="list-style-type: none"> <li>- Citizenship is an important concept and goes far beyond the environment, so if people are environment-friendly citizens, they will also be concerned about other matters.</li> <li>- Linking environment-friendly private behaviour to public responsibility.</li> <li>- Can be practiced in reality- formal and non-formal.</li> </ul>
c Educator / Teacher	<ul style="list-style-type: none"> <li>- Enables experience of self-efficacy.</li> <li>- Allows to strengthen the connection of the individual to nature.</li> <li>- Precondition for a transformation of society towards a sustainable society.</li> <li>- <i>(Ermöglicht Erfahrung der Selbstwirksamkeit.</i></li> <li>- <i>Erlaubt, Verbindung des Individuums zur Natur zu stärken.</i></li> <li>- <i>Vorbedingung für eine Transformation der Gesellschaft hin zu einer nachhaltigen Gesellschaft).</i></li> </ul>
c Educator / Teacher	<ul style="list-style-type: none"> <li>- Creating a consciousness for environmental issues.</li> </ul>

The experts have difficulties to distinguish the goals of Education for Sustainable Development (ESD), Environmental Education (EE), Science Education (SE), Citizenship Education (CE), and Education for Environmental Citizenship and see them as aligned in many areas. However, according to one expert it is an advantage if various approaches and perspectives are offered as they have the potential to reach more people, even if these approaches are to some extent similar to each other (Table 23.2).

**Table 23.2 Responses to the question: “What could Education for Environmental Citizenship do better than other types of education (e.g. EE, ESD, SE or CE)?”**

Category of Expert	Response
a Researcher	- This strongly depends on the understanding of EE or ESD: ownership, citizenship can be approaches to both of it.
d, e NGO & Educational Society	- Education for Environmental Citizenship probably speaks to other people more than SE, for example. I don't think it's about what path is better, but to get as broad results as possible. - I see the goals of ESD, EE, SE, CE and Education for Environmental Citizenship aligned in many areas, and the more approaches and perspectives are offered, the more people we will reach.
c Educator / Teacher	- I have never known Environmental Citizenship before and I assume that it is a further development of environmental education and thus part of ESD. ( <i>Ich kannte EC bisher nicht und gehe davon aus, dass es eine Weiterentwicklung von Umweltbildung und damit Teil von ESD ist.</i> )
c- Educator / Teacher	- Maybe it can be better focused on environmental issues.

As unique characteristics of Education for Environmental Citizenship, experts see the emphasis on political education, responsible action and that it can bring the concept of citizenship to environmental movements (Table 23.3).

**Table 23.3 Responses to the question: “What is the unique aspect of Education for Environmental Citizenship that you can draw upon and that other types of education (e.g. EE or ESD or SE or CE) can't?”**

Category of Expert	Response
a Researcher	- Bringing the concept of citizenship to environmental movements.
d, e NGO & Educational Society	- Singular perspective on Environmental Citizenship goals overlap between EE, ESD, SE and CE.
c Educator / Teacher	- Probably the aspect of political education is more emphasised in Environmental Citizenship? ( <i>Vermutlich ist Aspekt der politischen Bildung stärker betont in EC?</i> )
c- Educator / Teacher	- It seems to strengthen more responsibility for action.

The link between private behaviour and public engagement and foci on participation and social responsibility are valued by experts as strengths of Education for Environmental Citizenship (Table 23.4).

**Table 23.4 Responses to the question: “What will people in Education see as the strengths of Education for Environmental Citizenship?”**

Category of Expert	Response
a Researcher	- Participation and responsibility.
d, e NGO & Educational Society	- Linking private behaviour with public engagement.
c Educator / Teacher	- Environmental Citizenship as a thrust within ESD emphasising social responsibility within environmental education. ( <i>Environmental Citizenship als eine Stossrichtung innerhalb von ESD, welche die gesellschaftliche Verantwortung innerhalb der Umweltbildung betont.</i> )

### 23.3 Weaknesses of Education for Environmental Citizenship in Switzerland

According to the experts, the main weaknesses of Education for Environmental Citizenship are that it is uncommon, not yet established concept in Switzerland, and that it adds a new term that is not (yet) well-understood, and may not add something really new (to education for sustainable development). The focus of Education for Environmental Citizenship on the environment is regarded as a weakness as it renders the concept one-dimensional to some extent (Table 23.5).

**Table 23.5 Responses to the question asking for possible weaknesses of Education for Environmental Citizenship**

Category of Expert	Response
a Researcher	- A not common concept yet in Swiss EE/ESD. - Difficult to understand. - One-dimensional concept (ecological).
d, e NGO & Educational Society	- Yet another new word...but not really new goals? Is the approach really new? - The name 'Environmental Citizenship' is 'smaller' than the content - it does not open up the EE-ESD-debate. - Citizenship is not a well-known concept everywhere, it sounds very tiring.
c Educator / Teacher	- No established target, neither within the school nor in the non-formal field. ( <i>Keine etabliertes Anliegen, weder innerhalb der Schule noch im non-formalen Bereich.</i> )
c- Educator / Teacher	- It can be less effective, if taught on an academic way.

According to the experts, Education for Environmental Citizenship could be improved by bringing it to practice and by a cooperation between research institutions, teacher trainers and teachers (Table 23.6).

**Table 23.6 Responses to the question: "What could be improved in Education for Environmental Citizenship?"**

Category of Expert	Response
a Researcher	- Bringing it into practice.
d, e NGO & Educational Society	- Using it as a concept to describe what EE, ESD are trying to do could work, but not if it is introduced as 'better method'. - I have never heard of Education for Environmental Citizenship before - so that would certainly have to improve
c Educator / Teacher	- Outstanding offers that convince the participants and are supported by an established organisation. ( <i>Herausragende Angebote, welche die Teilnehmenden überzeugen und von einer etablierten Organisation getragen werden.</i> )
c- Educator / Teacher	- A collaboration between research institutions and teacher trainers and their classes and/or a collaboration between research institutions and teachers and their classes.

According to the experts, Education for Environmental Citizenship should avoid being too moral, too academic and one-dimensional. It should also not lose the connection to sustainability education and Environmental Education (Table 23.7).

**Table 23.7 Responses to the question: “What should Education for Environmental Citizenship avoid?”**

Category of Expert	Response
a Researcher	- Moralising - One-dimensional solutions - Lack of connections to other approaches (EE, ESD)
d, e NGO & Educational Society	- Comparing better-worse with other concepts/methods doesn't make sense: rather find out what works towards the goals of Education for Environmental Citizenship and develop these methods co-creatively with EE/ESD.
c Educator / Teacher	?
c- Educator / Teacher	- To be too academic.

According to the experts, teachers and students see the fact that Education for Environmental Citizenship is not well-known and that it resembles another name for ESD/EE goals as possible weaknesses (Table 23.8).

**Table 23.8 Responses to the question “What do students and teachers likely see as weaknesses of Education for Environmental Citizenship?”**

Category of Expert	Response
a Researcher	- Little-known concept in Switzerland.
d, e NGO & Educational Society	- Not everyone has the ambition to be an active citizen, but may want to act privately in an environmentally-friendly way. - Just another new name for ESD/EE goals?
c Educator / Teacher	- Depending on the implementation of the concerns... ( <i>Je nach Umsetzung der Anliegen...</i> )
c- Educator / Teacher	- Black boxes of knowledge.

According to the experts, the success of Education for Environmental Citizenship could be hindered by the lack of responsibility, too many messages, being missionary, and because the concept is not well known and is similar to other concepts (Table 23.9).

**Table 23.9 Responses to the question “Which factors may eliminate the success of Education for Environmental Citizenship?”**

Category of Expert	Response
a Researcher	- Lack of response in the community of EE and ESD.
d, e NGO & Educational Society	- Too many names for concepts that want the same thing. - Too many messages (be an active citizen, be environment-friendly) - Is not known in Switzerland/is not named in new curricula.
c Educator / Teacher	?
c- Educator / Teacher	If it is missionary.

### **23.4 Opportunities of Education for Environmental Citizenship in Switzerland**

According to the experts, the main opportunities for Education for Environmental Citizenship are: that it is applied at the European level; that new educational programmes (in formal and informal education activities) will focus more on citizenship and/or the environment; that it enables participants to experience a sustainable society and its potential opportunities; and that it can increase awareness in society (Table 23.10).

**Table 23.10 Responses to the question: “What good opportunities can you spot for Education for Environmental Citizenship?”**

Category of Expert	Response
a Researcher	- European support.
d, e NGO & Educational Society	- New curricula in Switzerland emphasise citizenship more than the old ones did. - Competences in curricula are oriented towards citizenship. - WWF names ‘being active as a citizen’ as one of the most important pro-environment-tips. - Organisations offering non-formal education activities in CE might get more environmental.
c Educator / Teacher	- Dedicated, open contact to the participants. - Participants can experience opportunities on the way to a sustainable society. - Projects can be a beacon for society. - ( <i>Engagierter, offener Kontakt zu den TN</i> - <i>TN können Gestaltungsmöglichkeiten auf dem Weg zu einer nachhaltigen Gesellschaft erleben.</i> - <i>Projekte können Leuchtturmcharakter für die Gesellschaft haben.</i> )
c- Educator / Teacher	-To create awareness for action.

According to the experts, the main trends that support Education for Environmental Citizenship are: the increased attention to sustainability in living urban areas; the youth relative conservativeness, which can make the term ‘citizenship’ more appealing; that participation is increasingly open and inclusive to manage issues in cities; and that young people like to improve their environment (Table 23.11).



**Table 23.11 Responses to the question “What interesting trends are you aware of that could improve opportunities for Education for Environmental Citizenship?”**

Category of Expert	Response
a Researcher	- Increasing trends of sustainable living communities (transition towns and others).
d, e NGO & Educational Society	- Society and young people are more conservative than they used to be - maybe this is a chance to place positive messages around the term ‘citizenship’.
c Educator / Teacher	- Participation processes that are being initiated today in order to solve upcoming problems in various cities. <i>(Partizipationsprozesse, die zur Lösung anstehender Probleme in verschiedenen Städten heute angestossen werden.)</i>
c- Educator / Teacher	- Young people like to improve their environment.

### **23.5 Threats of Education for Environmental Citizenship in Switzerland**

According to the experts, the main obstacles facing Education for Environmental Citizenship are: the increased individualisation and inequality levels in society; that Education for Environmental Citizenship is unknown; that active citizenship is not desired by all - in particular at the political level; that it could be perceived as in a competition with other educational offers and other important global issues; and that it may only be a trend (Table 23.12).

**Table 23.12 Responses to the question: “What obstacles does Education for Environmental Citizenship face?”**

Category of	Response
Expert	
a Researcher	- Trend to individualisation. - Economic trends, gap between rich and poor citizens.
d, e NGO & Educational Society	- Not known. - Not named in curricula. - Not everyone desires active citizenship. - Politicians that are against EE and ESD will also be against Education for Environmental Citizenship.
c Educator / Teacher	- That Environmental Citizenship is not perceived in competition with other offers. ( <i>Dass EC nicht wahrgenommen wird in der Konkurrenz mit anderen Angeboten.</i> )
c- Educator / Teacher	- There are other issues to deal with such as migration, job security, digital world, etc. - Maybe Education for Environmental Citizenship is only a trend.

When comparing Education for Environmental Citizenship with other types of education, experts argue that ESD offers a multidimensional perspective that includes social and economic aspects, and shares the similar goals with EE, SE and CE (Table 23.13).

**Table 23.13 Responses to the question “What can other types of education (e.g. EE or ESD or SE or CE) do better than Education for Environmental Citizenship?”**

Category of	Response
Expert	
a Researcher	- ESD is multidimensional.
d, e NGO & Educational Society	- ESD and EE share the same goals, SE and CE lead to many of these goals. - I don't understand the question.
c Educator / Teacher	- I don't see enough of a difference myself to be able to judge that. ( <i>Sehe unterschiede selber zu wenig, um das beurteilen zu können.</i> )
c- Educator / Teacher	- ESD takes also economic and social aspects into account.

According to the experts, few materials, programmes or services of education for Education for Environmental Citizenship exist, and these come mainly from NGOs (Table 23.14).

**Table 23.14 Responses to the question “Are learning materials, programmes or services of Education for Environmental Citizenship available?”**

Category of	Response
Expert	
a Researcher	- Not as far as I know.
d, e NGO & Educational Society	- Yes, mainly through NGOs, but not using that name.
c Educator / Teacher	- That is beyond my knowledge. ( <i>Das entzieht sich meiner Kenntnis.</i> )
c- Educator / Teacher	- Too few, there should be more that are of good quality.

According to the experts, technological developments are indispensable and therefore not threatening to Education for Environmental Citizenship (Table 23.15).

**Table 23.15 Responses to the question “Is changing technology threatening Education for Environmental Citizenship?”**

Category of Expert	Response
a Researcher	- Not per se.
d, e NGO & Educational Society	- No.
c Educator / Teacher	- Today, technical developments are indispensable. Therefore, new environmentally friendly technology must not become a threat to Environmental Citizenship. ( <i>Technische Weiterentwicklungen sind heute unabdingbar. Ergo darf neue, umweltfreundliche Technologie nicht zu einer Bedrohung von EC werden.</i> )
c- Educator / Teacher	- Not necessarily.

According to the experts, the main weakness that could seriously threaten Education for Environmental Citizenship is the acceptance of it in Switzerland by the EE and ESD communities (Table 23.16).

**Table 23.16 Responses to the question “Could any of the weaknesses seriously threaten Education for Environmental Citizenship?”**

Category of Expert	Response
a Researcher	- Depends on how Environmental Citizenship will be adapted by Swiss EE/ESD community.
d, e NGO & Educational Society	- Content-wise, no, because they are shared in EE and ESD and these are part of our curricula. - Name-wise, yes, as I have never heard of the name in any of the national EE/ESD dialogues.
c Educator / Teacher	- Unanswerable for me. ( <i>Für mich nicht beantwortbar.</i> )
c- Educator / Teacher	- Short-term thinking.

### 23.6 Further results

Two experts spotted differences between strengths, opportunities, weaknesses and threats of Education for Environmental Citizenship between formal and non-formal Education. One expert stated that Education for Environmental Citizenship is not yet established in the formal field, and will only be able to enter that field when it is increasingly applied to non-formal education. Another expert saw restrictions for Education for Environmental Citizenship in formal education due to the existence of corresponding fixed curricula (Table 23.17).

**Table 23.17 Responses to the question “Do you determine any differences in the Strengths, Opportunities, Weaknesses and Threats of Education for Environmental Citizenship between formal and non-formal Education?”**

Category of Expert	Response
a Researcher	- For formal education Education for Environmental Citizenship has to be part of ‘Lehrplan’, for non-formal education there are no such restrictions.
d, e NGO & Educational Society	- No.
c Educator / Teacher	- Environmental Citizenship is not established in the formal field. It can find its way there via non-formal education. ( <i>Im formalen Bereich ist EC nicht etabliert. Sie kann via non-formaler Bildung dort Eingang finden.</i> )
c- Educator / Teacher	- No.

Only one person perceived differences between primary and secondary Education in the strengths, opportunities, weaknesses and threats for Education for Environmental Citizenship. However, they could not describe the differences in specific terms, but referred to differences between the respective curricula (Table 23.18).

**Table 23.18 Responses to the question “Do you determine any differences in the Strengths, Opportunities, Weaknesses and Threats of Education for Environmental Citizenship between formal and non-formal Education?”**

Category of Expert	Response
a Researcher	- Not per se.
d, e NGO & Educational Society	- Yes, in formal education, due to different curricula.
c Educator / Teacher	I know too little about current trends in primary school. ( <i>Ich kenne aktuelle Trends in der Primarschule zu wenig.</i> )
c- Educator / Teacher	- No.

Education for Environmental Citizenship is perceived to be most similar to EE, followed closely by ESD and thereafter CE (Table 23.19). It is perceived to be least similar to SE.

**Table 23.19 Average ratings of the participants regarding similarity between Education for Environmental Citizenship and other education concepts**

Item:	N	M	SD	Min.	Max.
In what degree (1-5) is Education for Environmental Citizenship similar ...					
... with Environmental Education (EE)?	4	4	1.15	3	5
... with Education for Sustainable Development (ESD)?	4	3.75	1.50	2	5
... with Science Education (SE)?	4	2.5	1.73	1	5
... with Citizenship Education (CE)?	4	3.5	1.29	2	5

### **23.7 Conclusions**

The answers of the participants show that Environmental Citizenship and Education for Environmental Citizenship are not yet established or well-known terms in Switzerland. Whilst our experts were not highly familiar with the term, they understood it well enough based on the terms it included and the explanation provided in the questionnaire. On this basis, the experts highly valued the concepts of Environmental Citizenship and Education for Environmental Citizenship and judged it to be important and to have a great potential in the future, particularly since it is aligned with several educational and social trends that value citizenship and/or environmental protection. They saw some specific special emphases and strengths of Education for Environmental Citizenship such as the foci on the environment, and on the responsibility, social political issues and activities in relation to environmental issues. Education for Environmental Citizenship is thus perceived to be similar to environmental education as well as sustainability education and citizenship education. The academic aspect is not regarded to be so prominent in Education for Environmental Citizenship. On the contrary, practical approaches to education, including concrete actions and close collaboration with NGOs and stakeholders and effected people, are regarded as opportunities to make the education effective, whereas too academic and rather theoretical educational approaches are regarded as a potential threat to educational effectiveness. Experts identified no serious threats that could hinder the development of Education for Environmental Citizenship in Switzerland, apart from competition with other educational offers.

Based on the responses, it may be expected that the term and concept of Education for Environmental Citizenship will be better known and applied in the future in Switzerland. It seems to have a good potential to enter the non-formal and formal educational field on a broader basis.





The European Network for Environmental Citizenship (ENEC) – funded as a COST Action (CA16229-Horizon 2020) – brings together more than 120 experts from 37 countries with the objective to improve the understanding, the practice and the assessment of Environmental Citizenship in Europe and the participating countries.

Environmental Citizenship has been an influential concept in many different arenas such as economy, policy, philosophy, organizational and corporation management and marketing and could be better exploited and established furthermore in the field of education as well.

This report examines the Strengths, Weaknesses, Opportunities and Threats of Education for Environmental Citizenship in Europe. In the first part of the report, the need for Education for Environmental Citizenship, is examined along with the methodology and results of an extensive research from more than 157 experts in 28 European countries and Israel. In the second part of the report, the country chapters for the 23 European countries and Israel emphasise the similarities, differences and special features of these case studies.

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